



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

of general taxation (Martin, p. 52). Dr. Jackson illustrates this development admirably by detailed citations from the records of twenty-one towns. In this connection he brings out an interesting coincidence between the establishment of moving, or of divided, schools—which equalized educational opportunities for children in all parts of the town—and the adoption of a general school tax—which equalized the burden—as the sole method of support.

Dr. Jackson is less successful in his attempt to prove his theory that before the law of 1647, which made the school tax permissive, there was "a period of voluntary contribution followed by a period of compulsory contribution." The documents, he admits, do not establish the fact; but he points to the development of the support of the poor in England through the stages of voluntary and compulsory contribution to that of general taxation in 1601, and he attempts, not very convincingly, to trace a similar development in the support of the church in Massachusetts by 1660. Education, he concludes, is closely related to the church and the poor; hence the support of the schools may be assumed to have passed through identical (note that they were not chronologically identical) stages by 1647.

The defects in this argument are obvious, quite apart from the evidence. The evidence itself—in part unnoticed by Dr. Jackson—seems to me to favor the more natural view that the early colonists, in solving the problem of school support, followed methods already in vogue in English schools, instead of turning to English methods of supporting the poor forty years earlier, or of following a not clearly defined evolution in church support in the Colony. In English schools before 1630, we find—among other methods—support by voluntary contributions, by tuition fees, by town funds, by the income of school lands set apart for the purpose, and by bequests. There may have been cases of support by compulsory contributions. Each of these methods appears in one town or another of the Colony before 1647. The variety of these methods makes division into periods of voluntary and compulsory contribution arbitrary at best; but I find no evidence, in the documents, of such a division. The facts seem to be that each town worked out its own problem in its own way and that a variety of practices existed as soon as even half a dozen schools were established.

ARTHUR O. NORTON

HARVARD UNIVERSITY

---

*Schularztätigkeit und Schulgesundheitspflege.* Von G. LEUBUSCHER. Leipzig und Berlin: Teubner, 1907. M.1.20.

Leubuscher, who is the government health-officer of the Duchy of Saxe-Meiningen, Germany, presents in this booklet a survey of the various points of contact between the work of the school physician and the problems of school hygiene, with special reference to conditions in his own district. This duchy was the first German state (1901) to provide official school physicians for all the schools within its borders, and the author, in his official capacity, reviews the work of his corps of physicians, points out in what respects the work has succeeded, in what it has failed, and how the service might be improved. He argues that medical inspection in small towns and villages presents problems quite unlike those arising in large towns and cities. In the latter there should

be professional school physicians, and for their training the medical schools should offer special post-graduate courses. In the country districts it is perhaps best to appoint a local physician, who shall give a portion only of his time to school inspection, and who shall be aided, if necessary, by specialists, e.g., dentists, oculists, etc.

In Saxe-Meiningen two visits a year to each school have proved adequate. It is hoped that each child shall be examined once in four years.

Leubuscher sees clearly, as we have seen in this country, that the mere collection of statistics of defect is not the end of medical inspection. The school authorities and the school physicians must unite in an endeavor to bring about real improvement in the health of the pupils. Much depends upon the intelligence of the populace and the accessibility of professional treatment. Particular emphasis is laid, and rightly, upon the value of parents' meetings, addressed by the school physician. Specimen programs of these meetings are given. Every possible device must be utilized to educate the public in the need of good health and the methods of its attainment.

Following this introductory discussion, the author presents the general results of the work of his corps of school inspectors. He treats of myopia, defective hearing, tuberculosis, goiter, rupture, pediculosis, spinal curvature, defective teeth, feeble-mindedness, and alcoholism—incidentally discussing the place of school baths, dental clinics, and the cleaning of the school building.

The discussion of tuberculosis and of alcoholism are perhaps of most interest to American readers. With reference to the former, the author states his belief that the striking reduction in the death-rate from tuberculosis has been effected largely in the mortality of adults, not in that of school children. Nevertheless, lung tuberculosis is relatively rare in school children, and there exists but little danger of its spread in the schoolroom. The gist of the tuberculosis problem lies rather in the problem of stamping out the possibility of contracting and fostering the disease in domestic and industrial life. If unquestioned cases of tuberculosis are discovered in the school, they should unhesitatingly be excluded and sent to sanitariums for complete rest and therapeutic treatment. Popular lectures on tuberculosis should be given to the public by the school physicians, and most stringent measures should be taken to fight dust in the schoolroom. Coats of oil applied three or four times a year are recommended to reduce the amount of floating dust.

With reference to the consumption of alcohol by school children, the statistics that Leubuscher presents cannot fail to startle American readers. Roughly speaking, less than 10 per cent of the school children examined are total abstainers, and perhaps 50 per cent use alcohol in some form more or less regularly. The author feels that temperance instruction as practiced in many school systems in the United States has far overshot the mark, and that it is very doubtful whether small quantities of alcohol affect an adult injuriously; but he feels equally sure that total abstinence is the safest course for children, and he urges, accordingly, an active campaign against the practice of beer and brandy drinking on the part of children. He advocates specific temperance instruction, one hour a month, arranged in a series of ten lessons a year—this to be supplemented by talks by the school physicians before the parents' meetings above mentioned.

The book closes with a brief discussion of the value of "first-aid to the injured" talks, and of the best plan of giving instruction in sex hygiene. Leubuscher steers a middle course: he has no sympathy with those who argue that the school has no business to treat the sex problem, or with those who argue that instruction in "sexology" is likely to excite premature sex development; neither does he indorse such extreme proposals as those of Maria Lischnewska, which, he says, leave scarcely anything to be pictured or described but the human sex act itself. His idea is that the school physicians should give an explanatory talk to pupils just before they are ready to leave the school (e. g., in the *Volkschule* just before graduation from the continuation-school, or in the higher schools just after the *Abiturientenexamen*). These talks should explain the development of the sex organs, the dangers of excessive or premature sex activity, and the dangers of venereal diseases.

GUY MONTROSE WHIPPLE

CORNELL UNIVERSITY

*Grundfragen der Schulorganisation.* Von GEORG KERSCHENSTEINER. Zweite Auflage. Leipzig: Teubner, 1910. Pp. vii+296. Geh. M.3.60, geb. M.4.20.

*Der Begriff der staatsbürgerlichen Erziehung.* Von GEORG KERSCHENSTEINER. Leipzig: Teubner, 1910. Pp. vii+62. Geh. M.1.00, geb. M.1.40.

In the *School Review* for March, 1908, appeared an article entitled "A German Contribution to Education for Vocation and Citizenship." The occasion for this was the publication of the first edition of Dr. Kerschensteiner's *Grundfragen der Schulorganisation*. This work gave to the public a statement of the general scheme of education lying back of that very significant development of continuation schools in Munich which first came prominently to the notice of Americans in the article by Professor Hanus in the *School Review* for November, 1905.

This second edition has been rewritten and simplified in many of its sections, many statistics for the years 1908 and 1909 have been added, and two notable addresses included. The first of these deals with "The Problem of the Education of the People." This replaces the section entitled "The Period between School and Military Service." The second is called "The School of the Future a School of Work." This was delivered at Zurich, at the Pestalozzi Celebration in 1908.

In these addresses Dr. Kerschensteiner shows that he has begun to come under the influence of Dr. Dewey. In the second book, *The Conception of Civic Education*, this development is even more evident, and in the preface is a hearty acknowledgment of the service rendered to his system of thought by *The School and Society*, *Moral Principles in Education*, *The Educational Situation*, and *The Child and the Curriculum*.

Dr. Kerschensteiner plans to visit America this fall. His criticism of our present movements will be of especial value on account of his clear understanding of, and sympathy with, the best ideals in American schools.